OFFICE OF THE REGISTRAR OF BOOKS
18 MAR 1955
MADRAS

TEACHING ENGLISH

A magazine devoted to the Teaching of the English Language in India

Vol. I No. 2
August 1954

1522/1-55

Published for the British Council by
ORIENT LONGMANS

THE BRITISH COUNCIL'S

"WRITERS AND THEIR WORK" SERIES

Internationally famous British critics present authoritative assessments of authors past and present, who have influenced their own and later times. Each title has a portrait frontispiece, a select bibliography and (as necessary) other information.

*JANE AUSTEN
HILAIRE BELLOC
*ARNOLD BENNETT
*WILLIAM BLAKE
ELIZABETH BOWEN
THE BRONTE SISTERS
SAMUEL BUTLER
*BYRON
*THOMAS CARLYLE
JOYCE CARY
G. K. CHESTERTON
COLERIDGE
R. G. COLLINGWOOD
*I. COMPTON-BURNETT
JOSEPH CONRAD
WALTER DE LA MARE
CHARLES DICKENS
JOHN GALSWORTHY
*GEORGE ELIOT
*T. S. ELIOT
E. M. FORSTER
*THOMAS HARDY
HENRY JAMES
SAMUEL JOHNSON
JOHN KEATS
*RUDYARD KIPLING
D. H. LAWRENCE
*JOHN MASEFIELD
*SOMERSET MAUGHAM
MILTON
WILLIAM MORRIS
GEORGE ORWELL
POPE
HERBERT READ
*BERTRAND RUSSELL
*BERNARD SHAW
SHELLEY
*SHERIDAN
EDITH SITWELL
*OSBERT SITWELL
*TOBIAS SMOLLETT
ROBERT LOUIS STEVENSON
SWINBURNE
*G. M. TREVELYAN
EVELYN WAUGH
H. G. WELLS
VIRGINIA WOOLF
WORDSWORTH

Stiff Paper Cover, Demy 8vo.

Titles marked * 1s. 6d. each. Others 2s. 0d. each.
Further titles in preparation

ORIENT LONGMANS LIMITED

Post Box 704 BOMBAY — Post Box 2146 CALCUTTA — Post Box 310 MADRAS

TEACHING ENGLISH

VOLUME I | *August 1954* | NUMBER 2

CONTENTS

		PAGE
Editorial		28
Refresher Courses for Teachers of English ...		29
The Reading Habit (*Concluded*)	*K. Narayan*	30
The Syllabus in English for the Madras State	*Dr. Jean Forrester*	35
Notes on English Verbs	*J. G. Bruton*	45
Tools of the Trade		49
Question Box		50

The opinions expressed in Teaching English *are the contributors', and are not necessarily those of the British Council. Statements by individuals made herein are on their own responsibility and are not to be construed as official pronouncements by the British Council.*

EDITORIAL BOARD

F. L. BILLOWS J. G. BRUTON N. E. WILLIAMS

EDITED BY

J. G. BRUTON

British Council, Indra Palace Lodge, Block "H", Connaught Place, New Delhi

TEACHING ENGLISH is published four times a year

Annual Subscription including postage Rs. 3/-

Advertisement rates on application to the Publishers

EDITORIAL

THE PRIME NECESSITY of the present situation in the field of English teaching in India is that English should be looked upon as what it now truly is—a foreign language. Some people will, of course, remark that this is what it has always been, others that it never was. Undoubtedly, for a relatively large number of Indians, English was, in the days before Independence, sometimes a first language, but more often an alternative language, used as freely and confidently as the Indian mother tongue. But the situation has vastly changed, and the generations of Indian boys and girls now growing up in schools and colleges do not possess the advantages of their mothers and fathers in this particular realm of study. There can be no argument at all about a child's right to be educated in his mother tongue, but there are dangers which are the fruits of the past which must be avoided if English is to be studied efficiently and profitably in India.

Much of the material at present being used for teaching English in India—syllabuses and text-books—harks back to the past, when, assuming that students already possessed a fair knowledge of English, acquired through its use as a medium of instruction, it was possible to formalise this knowledge by the study of English grammar and texts and to train students in the more effective use of the language through the study of classic authors. Then there was perhaps some justification for the formal approach, but now it is impossible to assume that knowledge of English upon which such an approach must be based—it must be consciously imparted. Learning a language is only in part a matter of acquiring vocabulary—it is much more a matter of acquiring skill in handling the fundamental structures of the language in question. To take a simple example: a boy may be able to recite perfectly the verb "to have" in all its tenses, and may know all about past participles, but be absolutely incapable of understanding and using the expression "to have (get) something done", unless this important English structure has been specifically taught to him.

The structures of English have been carefully analysed and listed in order of difficulty by the staff of the Department of English as a Foreign Language at the Institute of Education, University of London. They have also been fully examined by A. S. Hornby in a recent book *A Guide to Patterns and Usage in English* (O.U.P. 8s 6d). We have great pleasure in printing in this number of *Teaching English* an article on the Madras Syllabus in English (by Dr. Jean Forrester) which is based upon these

studies of English structure, which offer a reasoned and logical approach to the study of English.

We should like to thank very warmly all those friends who have written to us to welcome the appearance of *Teaching English* and to express our gratitude to many of them for helpful suggestions.

REFRESHER COURSES FOR TEACHERS OF ENGLISH

THE MOST important activity of the British Council in India in the field of English teaching is the organisation of Refresher Courses for Teachers of English. Twenty of these, attended by more than 800 teachers, have so far been held in places such as Simla, Trivandrum, Bangalore, Ranchi, Calcutta, Delhi, Bombay and Poona. The programme for these Courses includes Lectures on Methods, Intonation, Phonetics and kindred topics, and is supported by background material in the shape of film shows, programmes of recorded poetry and demonstrations of visual aids.

During 1954-55 it is hoped to hold the following Courses (dates are subject to modification):

1954. October 4th-9th—Dharwar (Phonetics and Linguistics)
October 11th-16th—Poona („ „ „)
November 1st-12th—Udaipur
November 29th-December 10th—Hyderabad

1955. January 3rd-14th—Lucknow
January 17th-28th—Patna
February 14th-25th—Rajkot
March 7th-18th—Calcutta
March 21st-April 1st—Gauhati.

The courses at Dharwar and Poona are to be arranged in collaboration with the University authorities in these two places, the remainder with the co-operation of the education authorities in the area concerned, who will be directly responsible for the selection of Course members.

THE READING HABIT

By K. Narayanan
Dr. Alagappa Chettiar Training College, Karaikudi

(*continued from Vol. I No. 1*)

C. Library Reading.—As already pointed out, the study of the non-detailed reader is intended as an intermediate step between the detailed reader and library work. Supervised reading, rapid reading of the non-detailed reader, should naturally lead to library reading that is unsupervised. In fine, a pupil must read books out of class as well as in class.

From the figures given below, it is clear that a large number of pupils do not make use of the library at all, and those that do, read very few books:

LIBRARY STUDY. 1948–49: (RAMNAD DISTRICT)

Name of School	*Total No. of pupils*	*No. of pupils that used the library*	*No. of books read*	*Average*
Schwartz High School, Ramnad	457	152	152	1
Board High School, Rajapalayam	937	605	2170	4
Edward High School, Sattur	491	253	2030	8
De Britto High School, Devakottai	674	471	2510	5
Muslim High School, Abiramam	320	80	320	4

Reasons: The reasons for this sorry state of affairs are not very far to seek. Books in the market are not suited to our pupils. In most schools there is no class library as such. If there is, it is not properly organised and the class teacher is not trained in library work. Let me now examine these problems and suggest suitable steps to be taken.

Difficulty of Material: It is not infrequently found that some of the humbler details exert pronounced influences upon the attainment of the major objectives of reading. A hearty and wholesome enthusiasm for reading, ability to comprehend accurately and fully, skill in using reading as a means of furthering many

other recreational and educative activities, are not most surely, economically and happily achieved by any single formula but rather by the careful co-ordination of many factors in the learning situation. Among these factors is the difficulty of the material presented to the pupil.

The difficulty of material is the result of several factors. The more remote the ideas from the experiences of children, the more difficult the material is to comprehend. The less familiar the vocabulary, the harder the reading will be. The more clumsy and complex the sentence and paragraph structures, the more difficult the material. The heavier the vocabulary burden, the harder the content.

Another factor that influences a child's choice of books is the quality of the material—the degree to which it is written according to the principles of good writing for children. The material has got to be adjusted to the children's level of understanding. Not only the language but also the subject matter should be suitable to the age of the pupils for whom the books are intended. Most of the books available are all surcharged with foreign atmosphere and are entirely unsuited to our pupils. Above all the books must be *SHORT*. Children are always attracted by short books.

In fine, everyone will agree with Dr. Huber[1] who by means of a careful statistical analysis arrived at the conclusion that three factors influenced children's choice and enjoyment of literature.

1. The type of material.
2. The quality of material—the degree to which the book is written according to criteria of good writing for children.
3. The difficulty of the material—the vocabulary burden.

Suitability of Contents: From a study of the particulars of books taken and read in 1948-1949 by the pupils of a few leading High Schools in the Ramnad District, it is evident that pupils prefer books of stories and tales. Next in order of preference come books of fables; then books of lives of great men; books of travel and adventure; books of Science and History and Geography.

Library study may commence in the short term of the Third Form, and in Forms III and IV pupils should be provided with short interesting easy books of tales, stories and adventures, written mostly by Indian authors.

Suggestion: Publishers should undertake the task of produc-

[1] "The Influence of Intelligence upon Children's Record": *Teachers' College Contributions to Education,* No. 321. (Teachers' College, Bureau of Publications: Columbia, 1928).

ing simple, short, interesting books suited to the mental age of our pupils. Experienced teachers should be approached to write books suitable for library study, but for the present we should encourage our pupils to take out and read books already published by publishers like the Oxford University Press, Macmillan and Co., Ltd., and Longmans. Here is a select list of books suitable for Forms III, IV & V :—

BOOKS FOR PLEASURE

1. First Steps for Tiny Folks	Oxford University Press
2. New Steps for Tiny Folks	-do-
3. Easy Steps for Tiny Folks	-do-
4. Strang's Penny Books	-do-
5. First, Second & Third Book of Fables	-do-
6. Supplementary Readers to the Oxford English Course	-do-
7. The Happy Readers, edited by Herbert Strang	-do-
8. Easy Indian Stories, by R. W. Ross	Longmans
9. Indian Reading Books	-do-
10. Indian Fables and Legends, by M. G. Anderson	-do-
11. Saints of India Series	-do-
12. Eastern Fables & Folk Tales	Macmillans
13. Tales of India	-do-
14. Indian Story Reader	-do-
15. Macmillan's Story Books	-do-
16. Children's Classics	-do-
17. Stories from Tagore	-do-
18. The A. L. Bright Story Readers	-do-

BOOKS OF KNOWLEDGE

1. Here and There Series	Macmillans
2. How and Why Stories	-do-
3. Little People in Far-off Lands	-do-
4. Question Time Series	-do-
5. Then and Now Stories	-do-
6. Leaders of Modern India	Oxford University Press
7. Women of Modern India	-do-
8. Indian Historical Biographies	Longmans

1 more than twelve per cent. int. from us, which

GREAT STORIES RETOLD FOR CHILDREN

1.	Tales from Shakespeare by Charles & Mary Lamb	Oxford University Press
2.	The Children's Bookshelf Series	Harrap
3.	The Children's Shakespeare	Macmillan
4.	Arabian Nights	Blackie
5.	Tales Retold for Easy Reading (First and Second Series)	Oxford University Press
6.	Longmans' Simplified English Series	Longmans

Class Library: The only satisfactory solution to the problem of the pupils' private reading is the formation of class libraries. For the present, the class library lists of books published by Macmillans, Longmans and the Oxford University Press, are useful guides. The Headmaster in consultation with his staff must organise class libraries in Forms III, IV and V. A pupil should read at least sixty books in his secondary school course, and the class teacher should maintain, with the help of the class pupil leader, a register which should show what books have been read by each pupil. Pupils should be encouraged to maintain a brief record of their library reading and these records should be scrutinised by the teacher at stated intervals. There should be no compulsion whatsoever, as the main object of library reading is for pleasure, but the teacher by his own example, and by his resourcefulness, should make the pupils take to library reading of their own accord.

Pupils may come across difficult expressions, the comprehension of which is vital if they are to follow the writer's thought, so that they must be trained in the use of a dictionary in the lower forms. The Little Oxford Dictionary and the AL Scholar's Dictionary, published by Macmillans, will be found very useful.

Librarianship Courses: The success of the class library system entirely depends on the teacher, who should act as guide, philosopher, friend. It is very distressing to note that school libraries are not being run on proper lines, although the reasons for this are fairly obvious. Every year a new teacher is put in charge of the library with the inevitable result that there is no continuity in the work, no pride in the library or interest in building it up, and little care taken of books. Secondly, the teacher in charge of the library is not generally trained for Librarianship, which is necessary, since very few schools can boast of full-time librarians, on account of financial difficulties. The only remedy for this state of affairs is that a qualified part-time

teacher-librarian should be appointed in every school. Needless to say, he should be given extra payment for this position of special responsibility, and a number of free periods should be allotted to him each week for library duties.

In England, the Ministry of Education has resumed its short courses in School Librarianship. These courses are held periodically, and it is therefore no wonder that school libraries are well organised and utilised, with the result that the reading habit is fostered and a stimulus for greater knowledge is created. In our own state, Madras, the Department of Education could very well conduct courses in School Librarianship. To begin with, such courses can be organised and conducted every May in Madras and at select mufussal centres with the active cooperation of the Madras University Library Authorities. The South Indian Teachers' Union, the District Teachers' Guilds, and the Headmasters' Associations can usefully help the Government in doing their bit in this field of activity in a spirit of service and sacrifice.

D. Collateral Reading.—The purpose of this is to increase a pupil's knowledge about selected topics dealt with in text-books, thereby enabling him to understand the text fully. Practice in the use of reference books is a very vital part of education. The function of the teacher is to stimulate interest and to choose books properly. He should read aloud in class some attractive passages with all possible action in such a way that his pupils will feel a real desire to take books away and read them. For example, while studying the story of *The Merchant of Venice,* the teacher might read out the "Trial Scene" in such a forceful manner that some advanced pupils at least may be inclined to read the original themselves.

E. Library Trips to the local public library, if any, may be usefully arranged. In the Mosely Education Commission Report it is stated that—"A separate department for children has existed in the Boston Public Library since 1895. It occupies two rooms, one for recreative reading and the other for study, both furnished with low tables, chairs and bookcases. Children over the age of 10 years can be card-holders and may draw two books at a time. In the reference room (study room) lessons are studied, compositions are written, and other preparations for school are done. One feature of the room which is constantly proving its value is the collection of text-books used in the Boston public schools. Teachers are invited to come to the Library with classes and to give instruction or make use of books reserved for them, as they may request. Books are sent to the schools by the branch department, which has a special collection for deposit. Complete freedom is allowed for teachers to make their

own choice of books, no record of circulation is required, and the books may be kept weeks or months as desired."

Such a plan would be of even greater value in this country, where the schoolboy has very few facilities for home study, both in respect of accommodation and of materials.

When all is said and done, everything depends upon the personality of the teacher of English and the practice of non-detailed study in the vernacular. He must be ever a student of English literature. He must have a thorough knowledge of the books available in the class library and school library. He must serve as a model to the pupils. And as Dr. M. West rightly observes, "If the teaching of the vernacular is organised on a scientific basis, silent reading ability would be attempted and established in the vernacular long before it is attempted in the foreign language. Experiments have proved that there is a positive correlation between silent reading ability in the vernacular and silent reading ability in a foreign language, and that the skill in this field of work carries over from the vernacular to English."

(*Concluded*)

THE SYLLABUS IN ENGLISH FOR THE MADRAS STATE

By Dr. Jean Forrester
St. Christopher's College, Vepery, Madras

It is one thing to write an article on a syllabus that is well known to all one's readers, and quite another to write on one that is so different from the usual syllabus in form as the Madras syllabus, and is, moreover, unknown to the majority of one's readers. It will be wise, therefore, to start with a description of this syllabus and then to move on to a discussion of its various aspects and the principle underlying its construction. The syllabus is for a course of six years. The essential part of the syllabus for each of the first four years of the course is set out in great detail in a series of graded sentence-patterns or structures. Pupils are expected to learn them in a given order, and the teacher is expected to restrict his own language to the structures in the syllabus.

The First Year

The first-year syllabus starts with the naming structures, **This is, That is,** followed first by names of the children in the class and then by different objects in the classroom used with the

indefinite article: *This is a book, That is a pen.* Then the possessive adjectives are introduced, **my, your, his, her**; *This is my book, etc.* By way of *My name is Mr. Govind, your name is Rama,* the pupil is brought to **I am, You are** and then **He is, She is,** *You are Rama, you are a boy. She is Kamala, she is a girl.*

With the introduction of **here** and **there** the pupil is able to make the first distinction between different positions: *I am here. You are there. My book is here, her book is there.* Next comes **it.** This pronoun needs an antecedent, so cannot be taught until the pupil can use **this** and **that** and needs to make two statements, e.g. *This is my bag; it is here* The next structure introduces **in** and **on,** and with these the pupils are able to describe more exact positions: *My book is in this bag; Her bag is on that table.* The pupils are now able to make up a small paragraph, e.g. *My name is Kamala. I am a girl. This is my bag. My book is in my bag. My bag is on this table.*

Children like activity, so, before teaching the plural forms of these structures the Present Continuous Tense is taught, first of intransitive verbs: *I am walking, You are running, hopping, jumping* (but not *standing* and *sitting,* for the Present Continuous Tense with such verbs indicates a state and not an action going on at the time.) Verbs of motion imply direction, so the next words to be taught are **to** and **from** and then the objective forms of the pronouns, **me, him, you, her,** e.g. *He is walking to me.* Then **go** and **come** are taught, care being taken to see that the pupils understand the direction implied in the choice of these words, *go* meaning always from the speaker and *come,* towards him.

After this the subject-verb-object sentence pattern is introduced with the verbs **open** and **shut,** followed by the subject-verb-object extension pattern with **throw** and **catch, say, give** and **get, put** and **take.** With these last two verbs pupils learn **off** in addition to using **on, in** and **from.** Then the plurals of the forms learnt are taught: **these, those, our, your, their, we, they, you, they** (plural of *it*) **us** and **them,** with, of course, **and.** Then three more prepositions showing position, **over, under, between,** are taught. Next the **'s** is taught followed by the definite article and by adjectives which help to reinforce the teaching of the definite article as referring to an object of which there is only one. The last of the possessive adjectives is then taught, **its,** with the first semantic extensions of some of the words already learnt, e.g. *This is a chair and these are its legs. This is a clock and these are its hands.*

Now is taught as a preliminary to teaching the Past Tense of the verb **to be** and this is followed immediately by the future and three adverbs of time, **today, tomorrow** and **yesterday.** The future and then the past tenses of all the verbs already learnt in the Present Continuous are taught, and after that the adverb **then** in contrast to **now.**

This part of the syllabus is all to be taught before any reading is started. The reading will naturally involve only the structures that have been taught. Flash cards are recommended. When reading is started, the oral work is continued and new structures may be introduced into the reading lessons as they are learned orally. As writers can draw on any of these early structures for the first reading lessons, it is possible to make these early lessons more interesting than those often found in readers where the pupil is trying to master structures and the techniques of reading at the same time.

The next structures to be taught are those used in questions. The answers to these will be in the structures already learnt. This fits in very well with the beginning of reading. The questions can be introduced in the readers, and, in reading the answers, the students will be meeting familiar material. The first questions are the specific questions: *What is this? Where is the book?* To this the pupils may learn the answers: *It is a book, It is on the table;* forms which are permissible as answers but not as isolated statements. Next come the inverted questions: *Is this a book? Am I a man?* with the positive answers: *Yes, it is a book,* and *Yes, you are a man.* Then come the inverted and specific question forms of the Present Continuous Tense, Future Tense and Past Tenses: *Is he putting his book on the table? What will he put on the table? Where did he put the book?* Then the short positive answers are learnt: *Yes, it is; Yes, you are,* etc., followed, first by full negative answers, and then by short negative answers. When the pupils can use the negative in an answer they are taught to use **but** to express a contrast, and to use the negative statement in its own right and not only as an answer to a question. Next follow the specific questions without inversion: *Who is walking to the door? Which book is on the table? Whose pen is here?* With the introduction of **or** the pupil can express a choice, or rather, frame a question which offers a choice. He next learns two more directions, **up** and **down,** followed by numbers and the preposition **at.** The pupil learns first to use **at** to denote position, *He is at the door,* and after learning from a clock-face *The big hand is at twelve, the little hand is at three; it is three o'clock,* he can learn *He came at three o'clock.* The next two

words, **with** and **together** make it possible for the pupil to express another relationship. He can use these words in talking about the clock, as well as about people: *I am going to the door with my friend. We are going there together. The big hand and the little hand are together at twelve. It is twelve o'clock.*

The verb **to have** in next taught in the Present, Past and Future Tenses. This is to be regarded as a special verb whose Present Continuous Tense is never used. The use of **have** in the Present is not to be regarded as the introduction of the Simple Present Tense. **Have** is taught with three meanings: *I have two hands, I have a friend* (*brother, sister, etc.*) and *I have a book* (*You have my book*). It is intended that the meanings taught should be limited to these at this stage.

Next, mass nouns are taught; that is, the nouns which do not take the indefinite article and are not found in the plural; **water, milk, rice,** etc. The contrast between these and the nouns already known should be brought out: *This is a cup. This is water in this cup.* In idiomatic English the adjectives **some** and **any** are usually found with mass nouns so these are next taught, **any** being used in the question and negative forms, and **some** in the statements. The pupil is then ready to learn the introductory **there:** *There is a book here. There is some rice in this bag. Is there any water in the well?* This is taught in all tenses. This is the first real change in statement structure that he learns. The subject no longer begins the sentence. The next structure is also one which involves a change from the form with which he has become familiar. He learns to use the preposition phrase as a qualifier of the subject, e.g. *The book on the table is blue.*

He next learns three meanings of **of** in sentences such as, *These are the hands of the clock. This is a cup of water. This is a map of India.* These can be introduced to him in structures he has already learnt, e.g. *This is a clock. These are its hands. These are the hands of the clock.* As he has just learnt to use a preposition phrase in the previous structure he learns to use the **of** phrase also in sentences such as *The cup of water is on the table.*

In preparation for learning the Habitual Present, the pupil next learns to use **every,** first with reference to persons or objects: *Every boy in this class has a book. I am taking every book off the table;* and then in expressions of time: *We are here every day.* In teaching **every** the limits must be indicated, e.g., *Every boy in this class, every book on this table, every page in this book,* etc. As the pupil has learnt to use the preposition

phrase as a qualifier this can easily be grasped, and the reason for introducing that structure earlier becomes clear. This is a useful illustration of the principle that in grading one must always look forward and lay the necessary foundations.

The Habitual Present Tense and its question form with **do** and **does** are next taught. The meaning of the Habitual Present Tense can be taught through the tenses already known, e.g. *I walked to school yesterday. I walked to school today. I shall walk to school tomorrow. I walk to school every day. We wrote some English words yesterday. We are writing some English words now. We shall write some English words tomorrow. We write some English words every day.* The pupil can refer to single objects and also to objects in the mass, but he cannot refer to one out of a group. He can say, that is, *This is a book* and *These are books.* He next learns to refer to the constituents of the group by using **other.** This is taught in three steps. He first learns to say *This is one book, this is another book, this is another book* etc. Then he learns to identify the two objects in a group: *I have two hands. This is one hand and this is the other.* This should be taught in relation to natural pairs, *hands, feet, eyes, shoes,* etc. Lastly he learns to identify one from a group and to group the others together, *This is one book, these are the others.* After this he learns another way of dealing with groups by learning **each, both the,** and **all the.**

The next step is to learn how to deal with things in a series. He learns **first, next** and **last** and the ordinal numbers. The teaching of these lends itself to activities such as running races, and can be practised in this situation and also in conversation about natural series, the days of the week, names on the register, etc. When these words have been learned in their appropriate structures, it is easy to teach **before** and **after** as words showing order in time, not, at this stage, position in space; e.g. *The pupils come to school before the teacher,* not *The teacher is before the class.*

This completes the structures for the first year. These have been described in detail so as to show how each structure can be taught through those previously learnt or through visual demonstration, and how they are welded together.

The Second Year

The first structure in the second year gives the pupil a choice in the position of the adverb. So far he has learnt to put it at the end of the sentence: *I went to Madras yesterday.* Now he learns that he can put it at the beginning: *Yesterday I went*

to Madras. While this is being practised, the pupil can revise all the tenses previously learnt, which is necessary at the beginning of a new school year. Next he goes on to learn how to make requests with the Future Tense: *Please, will you give that pen to me? Please, shall I give that book to Rama?* From this he learns the Imperative both with and without **please.**

Then he learns to extend the use of the Habitual Present and to distinguish between degrees of frequency by learning **always, sometimes, often, never.** The next structure is the possessive pronoun, **mine, yours, hers,** etc., with the question *Is this book yours?* and *Is this book yours or hers?* as well as the simple statement. Then **by,** meaning position, is taught and the verbs *standing, sitting, sleeping, lying,* verbs in which the Present Continuous Tense describes a state instead of an action.

The next few structures deal with words describing quantities, **yard, measure,** and the more general words, **piece of, lot of, many** and **few,** with countable nouns, **much** and **little** with mass or uncountable nouns and the questions *How much?* and *How many?* Next the comparison of **many, few, much** and **little** are taught. Then **again** and the adverbs **once, twice, three times,** etc., and the question *How many times?* and *How often?* This is followed by the comparison of adjectives in **-er** and **-est** and with **more** and **most** and the comparison of equals: *Rama is as tall as Govind.* After that come the irregular comparisons of **good** and **bad** and then a number of questions beginning with **How:** *How long? How tall? How heavy?* with the appropriate answers. This is where the pupil learns the expressions of measure that he has not already learnt. He next learns the question *What is your house like?* as a question requiring a description and not a comparison as an answer. This is to be taught carefully to prevent, if possible, the very common wrong form, *How is your house?* The pupil is, therefore, taught first of all, the kinds of questions which it is right to start with **How** and then taught how to ask a question when he wants a description. **Very** is next taught to help out the descriptions which must be given in answer to the question. Then the correct question form for an action is taught, *What is he doing?*

Look at and **listen to** are taught next in situations which will bring out clearly the fact that these are intentional actions or actions requiring attention. **With** and the verbs **see, hear, smell, feel** come next and are to be contrasted with **look at** and **listen to.** Then the verbs **like, want, know, love, remember, understand** and **need,** verbs which are not used in the Present Continuous Tense are taught with **very much, very well,** and **not at all.** The next two structures belong together: **whom**—*Whom*

are you looking at? Whom are you giving a book to? and as a development from this, the structure: *I am looking at him coming. I am listening to him singing.*

The adverb of manner is now introduced. This has been kept back so that the pupil may become well used to the question *What is your house like?* before he is allowed to use the question *How does he run?* for the adverb of manner. The next structures deal with the position of the different kinds of adverbs, and then with the comparison of adverbs. After that **like,** meaning resembling, is taught. The pupil then knows three ways of using **like.**

Then **for,** indicating purpose, is taught: *I have a present for my mother. This coffee is for my breakfast. This box is for my pencils,* followed by three more meanings of **have:** *I have coffee for my breakfast. February has twenty-eight days. I have an English lesson every day.* Afterwards the uses of **make** are taught.

The next ten structures are all concerned with the Present Perfect and Present Perfect Continuous Tenses. First the verbs **start** and **finish** are taught, and **for** meaning duration: *I worked for two hours.* Then the Present Perfect of the verb **to be:** *I have been here for two hours;* and the adverb **still:** *The school has been here for twenty years and it is still here.* This can be contrasted with: *The school was here for twenty years but it is not here now.* Then the Present Perfect Continuous is taught and the preposition **since:** *I have been living here for two years. I have been living here since 1952.* Next the Present Perfect is taught: *I have put my book on the table.* This is contrasted with: *I put my book on the table,* said when the book is no longer there. If the Past Tense has been carefully taught in the first year, and used only when the situation is really past and not still continuing, there should be little difficulty about teaching the difference between these two tenses. **Just** and **already,** adverbs used commonly with the Present Perfect to emphasise the present aspect of the verb, are taught, and then the question forms of these tenses, and the question **How long?** referring to time.

After the next two structures, which teach compound sentences with **either . . . or** and **neither . . . nor,** complex sentences are started. These are carefully graded so that in the first sentences the tense is the same in both parts. **Because** is the first conjunction to be taught. **Why** is taught with **because.** Then the indirect object is taught and **about.** *I will tell you a story about a dog.* Then the noun clause as the object of **tell, know.** *I am telling you that the book is on the table.* At this stage only

the third person is used in the noun clause. The last structures for this year are two more complex sentences, one introducing **until** with the same tense in both clauses and the other introducing **while** used with the Continuous Tense in both clauses, *He was writing a letter while I was eating my dinner.*

THE THIRD YEAR

The first structure in the third year is the Past Continuous, used, as in a simple sentence, to show duration of time. Then complex sentences in which the tenses in the clauses differ are taught with the conjunctions **while** and **until** and afterwards with the conjunctions **when, after** and **before, because.** The question forms of complex questions are next taught, with the Habitual Present and the Present Perfect Tenses, using the word **ever.** *Do you ever go before you have finished your work? Have you ever gone before you have finished your work?* Then the Past Perfect Tense is introduced with the same conjunctions: *He came after I had finished my work.*

In preparation for teaching the open conditional sentence the word **perhaps** is taught: *Perhaps he is in his room; perhaps he is not, I don't know.* This leads on very naturally to: *If he is in his room, I will tell you.*

Then reported speech is started, first of all with the introductory verbs in the Present and Future Tenses, introducing indirect statements and then indirect questions. Indirect specific questions are taught before indirect inverted questions, that is, *He is asking when she came* is taught before *He is asking if (whether) she came.* The introductory verb is given in the Past Tense, and the necessary changes of tense in the subordinate clause are taught. No changes of pronouns are required as only the third person is used. After this, the indirect form of a complex sentence is taught, *He tells me that she will go if I come.* Then the change of person is taught according to the person reporting the speech, and the person addressed, followed by indirect commands and requests, and ending with changes in adverbs and demonstratives, e.g. **here** changing to **there, this** to **that** and so forth.

Except is next taught, followed by a series of structures involving the use of the infinitive: *He wants to go, He wants me to go, He needs to go, He has to go and come, He came to see me;* **how to,** *I know how to swim* and *I know what to say, I am glad to do this, He is able to bring the things, This fruit is good to eat, He has some paper to write on. He is too busy to go.* After these there are a number of structures involving the use of the gerund, *I start working, I like drawing, He is*

going shopping, Swimming is good exercise. Then come two dealing with the idiomatic omission of the article before *school, church, work, market, hospital* and the expression *I am going home.* **Without** is next taught. The next section of the syllabus for this year is concerned with relative clauses introduced by **who, which, that, whom, which** (as an object) **where** and **when.** All the possible combinations of tenses are to be taught.

By, referring to a point in time, is next taught, followed immediately by the Future Continuous and the Future Perfect Tenses: *By tomorrow I shall have finished this book.* The reported speech of these tenses is taught and, as the last structure for this year the two types of tag questions, *He will come, won't he?* and *He won't come, will he?*

This is the end of the Middle School Syllabus. In addition to these structures a thousand-word vocabulary is laid down for the three years. In the first year 275 words are to be taught, 325 more in the second year, and the remainder in the third year. Authors are allowed a ten per cent margin of choice in words.

THE HIGH SCHOOL CLASSES

The first of the High School forms or the Fourth Year of English has a syllabus based on graded structures. This will be described briefly first, and then the syllabus for the Fifth and Sixth Years.

The Fourth Year

The first structure is the unlikely or unfulfilled **if** sentence: *If I had a thousand rupees I would buy saris and jewellery,* followed by the unfulfilled condition in the past, *If I had known I would have told you.* This is followed by structures with **as if, as though, unless, although,** and then the Passive Voice is taught in the following order of tenses, Present Simple, Past Simple, Future Simple, Present Continuous, Present Perfect, Past Continuous, Past Perfect in a complex sentence. After this the Past Participle phrase is taught: *I saw the parcel tied with string;* and then **if** clauses with the Passive Voice. Next comes the expression **have something done:** *I had a house built, I am having a dress made.* This has to be taught carefully, as *I am building a house* for *I am having a house built* is a very common mistake in South India. Then **let** and **make** are taught: *I will let you use my pen, She made me wash her clothes.*

Next the anomalous verbs are taught, the positive, negative, interrogative, conditional and reported speech form of each being given. It is necessary to do this as conditional and reported

speech forms are commonly used wrongly for past forms of some of these verbs. They are taught in the following order; **may** meaning permission: *He may go* (this is either present or future; there cannot be a past tense of this use of **may**); **must,** meaning obligation: *He must go now, He must go tomorrow,* of which there is no past either; the past is expressed by **had to.** Then **need not,** the opposite of **must: can** meaning **know how to,** followed by **can** meaning **in a position to. Can** used in the former meaning has a past tense, but has none when used with the latter meaning. We could not say, for example: *By his patience he could win their confidence.* The pupils must be taught than in that situation they should use the verb **to be able.** Then the idiomatic use of **can** with **see, hear, smell,** etc., is taught. Next comes **must** with the meaning of inevitability: *I must have left my book at home.* The situation for teaching this can be built up in structures already known to the pupils. *I had my book at home this morning. I was reading it. I thought I put it in my bag, but it is not here. I must have left it at home.* **Must** is followed by **ought,** then **dare not** and **used to.** Then come **would rather** and **had better.** The impersonal **it,** first in expressions to do with weather and climate, and then in expressions such as *it is certain, it happened, it seemed,* etc., is taught, followed by **one** used as a pronoun; *I have a green book and he has a red one.* Then **do** and **did** as verb substitutes are taught: *She came yesterday and so did I.* Next come wishes using **would:** *I wish you would tell me;* **might** implying reproach: *You might tell me.* Then clauses of purpose with **may, might** and **should:** *She worked hard so that she might finish quickly; He ran lest he should be late.* Next come a few structures with different uses of **-ing** forms, *He kept me waiting; He prevented my coming; Your coming pleased my father.* Finally, participial phrases: *Coming into the room, I saw the box on the floor; Tired after the day's work, I went to bed early;* and the nominative absolute: *The rain having stopped, we went home.*

The Fifth and Sixth Years

A Language Scheme for these two years is laid down in which, on the basis of all the structures learnt in the previous four years, the syntax of the language is studied systematically. The approach is functional rather than formal. The language topics are arranged under twelve heads; sentences, nouns, pronouns, qualifiers, (including adjectives, phrases, clauses, nouns in apposition, etc.) articles, adverbials, verbs, special verbs (mostly

the anomalous verbs) prepositions, conjunctions, reported speech, punctuation. The points to be covered in each year under each of these heads are given. It is suggested that certain topics should be taken together so that the function of the different parts of speech will be fully appreciated, e.g., when the classification of nouns into countable and uncountable is being studied, the use of the indefinite article with these and the adjectives of quantity used with them should be studied at the same time. When the Future Tense is being studied, other ways of expressing the future, e.g., the Present Continuous Tense, **going to** and **about to,** should also be studied.

It is suggested that readers should be written to illustrate adequately the language topics that are being studied; e.g. a lesson should be planned which would give plenty of examples of the different ways of expressing the future, or habitual action in the past. There will, of course, be structures which have not been taught and which must be practised. It is also suggested that these readers should contain examples of different types of writing, narrative, descriptive, dialogue, different kinds of letters, directions and instructions, simple expositions of scientific themes, etc.

The vocabulary for the Fourth and Fifth Year consists of another thousand words. These words, together with the thousand for the first three years, are mostly those to be found in the *Interim Report on Vocabulary Selection.*

The most original part of the Madras Syllabus is the great detail in which it is given. No one would claim that this order of graded structures is to be regarded as the only order or the final order. Provision is made in the syllabus for teachers and authors to work out an alternative grading. They are, however, expected to work out a grading which will embody the principles laid down in the syllabus, namely that new structures will be based on those previously learned so that they can be taught without the use of the mother tongue, that different meanings of the same word will be taught separately, and that vocabulary should be determined by structures and not structures by vocabulary. The long list of structures to be taught draws the attention of the teacher to the fact that the chief purpose of the lessons should be to teach language and not give information. Too many teachers tend to examine on the facts of the stories in the readers rather than on the language. A syllabus such as this should help to put the emphasis where it belongs, on the language and not on knowledge given through the language.

NOTES ON ENGLISH VERBS

By J. G. Bruton
Education Officer, The British Council, New Delhi

During the quite short time that I have been in India, I have noticed a number of characteristics in the English of the average Indian speaker that call for correction and I feel that I should set down my observations before time and familiarity blunt my awareness of them. At the same time, I should like to point out methods by which these errors may be avoided if correct English usage is taught from the beginning.

The Present Continuous and the Habitual Present

A great many Indian speakers use the Present Continuous more frequently than is acceptable in English, and one frequently hears such expressions as "I am thinking that is not a good idea" or "He is living in Delhi", when the normal English would be "I don't think that is a good idea" and "He lives in Delhi".

Let us examine the uses to which the native English speaker puts this tense.

Present Action: We use this form to describe an action which we are performing or which somebody else is performing at the moment of speaking—"John can't come now, he's having a bath", "Don't go out now, it's raining", or "I'm waiting for you to tell me".

This tense may also be used when we wish to give a background to some general statement such as "I always wear a hat when the sun is shining" or "The manager always seems to be dictating when I want to see him". In such sentences as "He's always telling me how poor he is" and "John is always coming home from school with his trousers torn" the Present Continuous combined with "always" gives the idea of repeated action, usually of an annoying nature.

Future Action: As an alternative to the Future it is quite normal to make use of this tense, but it is necessary to indicate by an adverb or adverbial phrase the time when the action will occur. Thus "I'm having lunch with him on Friday" and "We are playing tennis at 4" are more usual forms than "I shall have lunch with him on Friday" and "We shall play tennis at 4"; the first examples are mere uncoloured statements of fact, the second have a slight colouring of intention.

Difficult Verbs: There are a few English verbs, not many, which normally are never used in the Present Continuous form. It would be very difficult to include all these verbs in a category which could be effectively labelled, but it may be helpful to point out that many of these verbs describe involuntary action. To take a simple example; "hear" describes an involuntary action, since if we have ears and are normal we cannot help hearing: it is not usual to say "I am hearing"—"I am hearing this for the first time" should be "It's the first time I've heard that". But "listen" describes a voluntary action and it is therefore possible to say "I am listening".

The Habitual Present: This tense is the one used to describe actions which, having been repeated in the past and being likely to be repeated in the future, are habitual. So the pattern is "I got up yesterday at 8 o'clock"; "I got up every day last week at 8 o'clock"; "I shall get up to-morrow at 8 o'clock"; which gives "I get up at 8 o'clock".

It is, of course, the tense we also use for stating general truths —"Night falls very quickly in India", "Lions prey upon weaker animals", "This shop opens at 10 o'clock".

Teaching Points: These facts of usage have certain consequences which must be taken into account if we teach English by the oral method, and if we wish to present the structures of English in a logical and ordered sequence in such a way that our pupils encounter the least difficulty possible in grasping the facts and handling these verb forms.

In the first place, if we use the oral method, and consequently limit our introduction of material to what can be easily and effectively done in the classroom, the first verb form to be introduced must be the Present Continuous, since it describes an action taking place at the moment of speaking. At the elementary level, it is possible to demonstrate the correct use of "I am opening the book" but not that of "I open the book", which can only be valid if a series of actions are performed as they are described—"I pick up the book, I open it, I put it on the table".

Since the Present Habitual can only be properly taught against a background of the Past and the Future, it follows that it should only be taught after these two tenses are mastered. "I get up at 8 o'clock" which sums up "I got up at 8 o'clock yesterday" and "I shall get up at 8 o'clock to-morrow" should only be introduced after the latter two forms have been taught.

Once these two Present forms of the verb have been taught, it is possible, if the need arises, to compare and contrast their use and to establish the differences clearly in the minds of our

pupils. An example of a possible drill might be :—

1. Que.—Did I speak English to you yesterday?
   Ans.—Yes, you spoke English to us yesterday.
2. Que.—Shall I speak English to you to-morrow?
   Ans.—Yes, you will speak English to us to-morrow.
3. Que.—Do I speak English to you every day?
   Ans.—Yes, you speak English to us every day.
4. Que.—Am I speaking English to you now?
   Ans.—Yes, you are speaking English to us now.

After a number of such drills it should be possible to omit altogether stages 1 and 2 to concentrate on 3 and 4. It is always useful, in order to underline the contrast between the two tenses, to introduce such time expressions as "every day" and "now".

The Past Tense and the Past Indefinite

The finer points of distinction in the use of these two forms offer great difficulty to non-native speakers of English.

The essential difference lies in the fact that the Simple Past is used to describe an action taking place at a definite point in time in the past—"I saw the film of "David Copperfield" last week". The Past Indefinite is used to describe an action in the past when the point of time is not defined "I've seen it too, but I shouldn't mind seeing it again".

There are of course a multitude of other cases in which confusion between these two forms is likely to arise, but much will have been achieved if the points dealt with above are clear in the pupils' minds. If it is found that confusion does exist, some form of drill in which the two forms are contrasted must be devised and regularly practised. In devising this drill, it will be useful to drive home the point by the use of time expressions. Here are a few examples:

a. Have you ever been to Calcutta? ("been" = "gone to" and "come back from")
b. Did you go to Calcutta last week?
a. Have you ever slept in a train? (ever = at any time in the past)
b. Did you sleep well last night?
a. Have you written that letter yet?
b. Did you write this letter?

There are of course many other difficulties connected with these verb forms, but these seem to me to be the ones that give most trouble to Indian speakers of English. In subsequent articles I shall hope to deal with further points.

TOOLS OF THE TRADE

LIVING ENGLISH STRUCTURE, W. Stannard Allen
(Longmans Green, London: 7s '6d)

This excellent book, first published in 1947 and since re-printed many times, consists entirely of exercises, which are divided into three sections, Elementary, Intermediate and Advanced, designed to give students practice in the use of a large range of English structures. Explanations are reduced to an absolute minimum, and the approach used is not formal. A good deal of attention is devoted to such problems as Relative Pronouns, Indirect Speech, and the use of use of verb tenses. A key to the more difficult exercises is included in this invaluable source of exercise material for the teacher.

EXERCISES IN ELEMENTARY ENGLISH COMPOSITION, A. S. Hornby:
(Macmillan, London: 4s 6d)

Teachers should not be misled by the word "Elementary" in the title, for this book deals very completely with some of the most difficult points of English structure for the foreign student to master. The first half of the book is devoted to explanations of points dealt with in exercises to be found in the second half. Especially good are the sections devoted to "24 Special Verbs".

B.B.C. "ENGLISH BY RADIO" RECORDS

The B.B.C. has for years devoted a lot of time in its Overseas broadcasts to programmes for teaching English to foreigners, and has now issued a large number of the lessons used, in the form of records, for sale to educational institutions. Records at present available are:

Elementary

A. V. P. Elliott and J. A. Noonan: LISTEN AND SPEAK.
J. D. O'Connor: ENGLISH PRONUNCIATION
WHAT TO SAY.

Intermediate

D. Hicks: THE PARKER FAMILY.

Advanced

A. S. Hornby: ENGLISH BY RADIO.
J. D. O'Connor: ENGLISH INTONATION.

Information about these records may be obtained from the B.B.C. Representative, Prem House, Connaught Place, New Delhi.

QUESTION BOX

Question: In what order should the tenses of English verbs be presented in an English course?

The answer to this question will depend upon the method which is employed for teaching English. If the approach to English is made through the study of grammar and of texts illustrative of the grammatical points dealt with, the first tense taught will obviously be the Simple Present, which is more frequently encountered in written English than the Present Continuous. If, on the other hand, an oral approach is used, the first tense to be taught will be the Present Continuous, which is the form used in English for speaking about an action as it is being performed, except in the case of verbs like *stand* and *sit*, where this form describes a state rather than an action. It would be permissible to use the Simple Present for describing a series of actions as they occur; e.g., I go to the table. I pick up my book. I read. I close the book. I put it down again.

In an oral presentation, the logical order for the study of the tenses will be:

1. The Present Continuous (I am taking)
2. The Future (I shall take)
3. The Simple Past (I took)
4. The Simple Present (I take)
5. The Perfect Tenses (I have, had, shall have taken)
6. The Past and Future Continuous (I was, shall be taking)
7. The Conditional (I should take)

The Simple Present takes its place after the Future and the Simple Past, since, as it normally describes habitual action, it can logically be introduced only when students have the ability to describe habit—I *came here yesterday. I shall come here* to-morrow. I am here to-day. I come here every day.

It may not be out of place here to deal with the question of the presentation of the negative and interrogative forms of English verbs, which constitute one of the biggest stumbling blocks to the foreign student of English. Look at this simple table:

I am speaking	Am I speaking?	I am not speaking
I shall speak	Shall I speak?	I shall not speak
I spoke	Did I speak?	I did not speak
I speak	Do I speak?	I do not speak

The usual method of dealing with the problem is to present these forms horizontally, dealing with each tense and the related forms separately. It is surely more logical and easy to present them vertically, that is, to deal with the affirmative forms first, and then to study the interrogative forms of these four tenses simultaneously, since there is a certain structural similarity between them :

Verb Form	*Subject*	*Verb Form*
Am	I	speaking?
Do	I	speak?

Subject	*Verb Form*	*Not*	*Verb Form*
I	shall	not	speak
I	did	not	speak

If we insist, in this way, upon the similarities rather than upon the differences, there is more hope that students will be able to master these difficulties of English verbs.

PUBLISHER'S NOTE

A few copies of the first issue (Vol. I. No. I) of TEACHING ENGLISH *are available and will be sent (on receipt of As. -/14/- per copy) to any person desiring to keep a full set from the inception of this publication (subject of course to stocks being still available).*

ORIENT LONGMANS LTD.
17 Chittaranjan Avenue, Calcutta 13
Nicol Road, Ballard Estate, Bombay 1
36a Mount Road, Madras 2
17/60 Sanyasiraju Street, Gandhinagar,
Vijayawada 2
Kanson House, Delhi Ajmeri Gate Scheme,
New Delhi
17 Nazimuddin Road, Dacca

LONGMANS, GREEN AND CO. LTD.
6 & 7 Clifford Street, London W. 1
531 Little Collins Street, Melbourne C. 1
Boston House, Strand Street, Cape Town

LONGMANS, GREEN AND CO. INC.
55 Fifth Avenue, New York 3

LONGMANS, GREEN AND CO.
20 Cranfield Road, Toronto 16

UNESCO

Announcing the NEW

COURIER

Courier is now being produced more and more as a journal to be bought and read primarily by members of the teaching profession. Because of the limited means of teachers in many countries—India not least among them—

THE PRICE HAS BEEN REDUCED

In spite of this, the journal, beginning with the January 1954 issue, contains many more pages and appears in a more attractive format ($8\frac{1}{2}'' \times 12''$) with a two-colour cover.

Courier continues to provide a practical medium for the exchange of information on current developments in spreading international understanding, and offers a monthly selection of news, articles and pictures which will be found as interesting and thought-provoking as they are informative.

Published Every Month

THE NEW PRICES

Annual Subscription Rs. 4/-

Each Issue As. -/6/3

May we send you a Subscription Form?

ORIENT LONGMANS LTD.

Nicol Road, BOMBAY — Chittaranjan Ave., CALCUTTA — Mount Road, MADRAS

Longmans'

"MEN AND BOOKS"

A Series of Literary Biographies

The MEN are the writers, from Chaucer onwards, who have added to what we know as English Literature.

The BOOKS are the works in verse or prose, of drama or history or criticism—which together form the body of English Literature.

Every volume in this Series is both the life of an author and a critical assessment of his work. Each is complete in itself and is based on the latest published researches. In addition, each has illustrations, a select bibliography and an index. *Men and Books* provides an attractive and intelligent introduction to English Literature and to the men who made it.

The first seven titles in the series are:

ROBERT BROWNING	J. M. Cohen
EDWARD GIBBON	Michael Joyce
DANIEL DEFOE	Francis Watson
CHAUCER	D. S. Brewer
SIR WALTER RALEIGH	Philip Edwards
JOSEPH CONRAD	Oliver Warner
THOMAS HARDY	Douglas Brown

10s. 6d. each

ORIENT LONGMANS LIMITED

Nicol Road, Ballard Estate, Bombay 1 — **17, Chittaranjan Avenue, Calcntta 13** — **36A, Mount Rd., Madras 2.**

Printed in India at Orient Longmans Press, Madras 2